

# **State Accountability Report Card**

## **Reported Using Data from the 2012–13 School Year**

### **Published in 2013–14**

The federal Elementary and Secondary Education Act (ESEA) requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and local educational agencies (LEAs) in the state.

Questions about the State Accountability Report Card (STARC) may be directed to the Data Visualization and Reporting Office at 916-319-0406.

**California Department of Education**  
**September 2014**

## Standardized Testing and Reporting Program Results

The state of California uses the results of the Standardized Testing and Reporting (STAR) Program (exclusive of the Standards-based Tests in Spanish) for English-language arts (ELA) and mathematics in grades two through eight, and the California High School Exit Examination (CAHSEE) in grade ten to evaluate AYP under the federal ESEA. The assessments under the STAR program show how well students are doing in relation to state content standards.

The STAR Program includes four components:

1. **California Standards Test (CST):** assesses students' achievement of California's content standards
2. **California Modified Assessment (CMA):** assesses students' on modified achievement standards who have an individualized education program who meet the eligibility criteria adopted by the State Board of Education.
3. **California Alternate Performance Assessment (CAPA):** assesses students' achievement on content standards who have significant cognitive disabilities whose disabilities prevent them from taking either the CST with modifications or the CMA with accommodations.
4. **Standards-based Tests in Spanish (STS):** assesses students' achievement of California content standards, who are Spanish-speaking, English learners who either receive instruction in Spanish or have been enrolled in a school in the United States for less than 12 months.

However, for STARC purposes, only the CST, CMA, and CAPA components of the STAR Program are included in the report.

On each of these assessments, student scores are reported as performance levels. There are five performance levels reported for STAR results: Far Below Basic, Below Basic, Basic, Proficient, and Advanced.

STAR Program results information can be found on the California Department of Education (CDE) STAR Results Web page (<http://star.cde.ca.gov/>). Further information on the STAR Program can be found on the CDE STAR Web page (<http://www.cde.ca.gov/ta/tg/sr/>). School, LEA, and state achievement comparisons can be found on the CDE Find a SARC Web page (<http://sarconline.org/Home/Search>).

The data displayed in the STARC may differ from other data sources because the inclusion and exclusion rules are different for the STARC.

## Two-year Trend in Student Achievement, STAR Results 2011–12 and 2012–13

### English-Language Arts, Grades Two through Eight

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
02	2011-12	471,634	469,852	99.6	1,782	0.4	8	12	22	30	29
02	2012-13	474,991	472,997	99.6	1,994	0.4	8	12	24	32	24
03	2011-12	468,448	466,702	99.6	1,746	0.4	10	15	29	29	18
03	2012-13	470,807	468,905	99.6	1,902	0.4	9	16	31	26	19
04	2011-12	462,104	460,509	99.7	1,595	0.3	4	9	22	28	37
04	2012-13	468,443	466,817	99.7	1,626	0.3	4	10	23	26	36
05	2011-12	465,008	463,524	99.7	1,484	0.3	4	10	26	31	30
05	2012-13	463,175	461,651	99.7	1,524	0.3	5	10	27	31	28
06	2011-12	469,309	467,844	99.7	1,465	0.3	4	12	26	29	30
06	2012-13	463,911	462,404	99.7	1,507	0.3	5	10	27	31	27
07	2011-12	464,967	462,971	99.6	1,996	0.4	5	11	23	32	28
07	2012-13	470,287	468,306	99.6	1,981	0.4	6	11	26	33	25
08	2011-12	468,279	465,486	99.4	2,793	0.6	6	11	25	26	32
08	2012-13	465,970	463,092	99.4	2,878	0.6	5	11	28	28	27

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

### Mathematics, Grades Two through Eight

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
02	2011-12	471,634	469,432	99.5	2,202	0.5	5	12	19	29	35
02	2012-13	474,991	472,683	99.5	2,308	0.5	4	13	19	30	35
03	2011-12	468,448	466,361	99.6	2,087	0.4	2	12	18	27	41
03	2012-13	470,807	468,585	99.5	2,222	0.5	3	13	19	26	39
04	2011-12	462,104	460,234	99.6	1,870	0.4	2	11	18	27	42
04	2012-13	468,443	466,504	99.6	1,939	0.4	2	11	17	26	44
05	2011-12	465,008	463,266	99.6	1,742	0.4	3	13	20	32	32
05	2012-13	463,175	461,381	99.6	1,794	0.4	4	13	20	33	31
06	2011-12	469,309	467,497	99.6	1,812	0.4	5	16	26	31	23
06	2012-13	463,911	462,066	99.6	1,845	0.4	5	17	25	29	24
07	2011-12	464,967	462,671	99.5	2,296	0.5	6	16	24	31	23
07	2012-13	470,287	467,935	99.5	2,352	0.5	5	16	26	32	21
08	2011-12	468,279	464,598	99.2	3,681	0.8	8	21	25	29	16
08	2012-13	465,970	462,206	99.2	3,764	0.8	7	21	26	30	16

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

### Science, Grades Five, Eight, and Ten

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
05	2011-12	465,008	462,835	99.5	2,162	0.5	6	9	26	34	24
05	2012-13	463,175	460,931	99.5	2,224	0.5	6	10	28	33	23
08	2011-12	468,279	463,843	99.1	4,422	0.9	9	9	17	22	43
08	2012-13	465,970	461,386	99	4,563	1	8	11	16	25	40
10	2011-12	486,961	470,501	96.6	16,350	3.4	10	11	26	26	26
10	2012-13	480,031	464,011	96.7	15,924	3.3	9	12	26	25	28

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

## STAR Results - English-Language Arts Disaggregated by Student Groups, 2012–13

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]), or neither of the student's parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student was enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

### English-Language Arts - Grade 2

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	474,991	472,997	99.6	1,994	0.4	8	12	24	32	24
African American or Black	27,809	27,612	99.3	197	0.7	12	15	28	30	15
American Indian or Alaskan Native	2,677	2,655	99.2	22	0.8	12	14	28	30	17
Asian	40,799	40,666	99.7	133	0.3	3	5	13	31	49
Filipino	10,125	10,110	99.9	15	0.1	2	5	17	38	39
Hispanic or Latino	260,095	259,369	99.7	726	0.3	11	15	28	31	15
Pacific Islander	2,399	2,391	99.7	8	0.3	7	10	29	36	19
White	115,122	114,329	99.3	793	0.7	5	7	18	35	35
Two or More Races	15,965	15,865	99.4	100	0.6	6	7	18	34	35
Socioeconomically Disadvantaged	304,622	303,652	99.7	970	0.3	11	15	28	31	14
English Learner	172,075	171,629	99.7	446	0.3	12	17	30	29	12
Participating in Special Education Program	47,266	46,620	98.6	646	1.4	34	22	21	16	8
Participating in Migrant Education Program	6,272	6,259	99.8	13	0.2	16	21	32	24	7
Recently Enrolled Limited English Proficient	3,917	3,799	97	118	3	27	25	23	18	8
Male	243,143	241,995	99.5	1,148	0.5	10	13	25	31	21
Female	231,552	230,713	99.6	839	0.4	6	10	23	34	27

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for ELA is 89 percent of students at or above proficient.

### English-Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	470,807	468,905	99.6	1,902	0.4	9	16	31	26	19
African American or Black	28,063	27,876	99.3	187	0.7	12	21	33	23	11
American Indian or Alaskan Native	2,812	2,781	98.9	31	1.1	11	21	34	23	12
Asian	42,135	42,028	99.7	107	0.3	3	7	20	29	40
Filipino	10,671	10,652	99.8	19	0.2	2	8	27	34	28
Hispanic or Latino	252,144	251,464	99.7	680	0.3	12	21	35	23	10
Pacific Islander	2,523	2,512	99.6	11	0.4	7	16	36	27	13
White	117,582	116,851	99.4	731	0.6	4	9	25	32	30
Two or More Races	14,877	14,741	99.1	136	0.9	4	10	26	30	30
Socioeconomically Disadvantaged	298,074	297,149	99.7	925	0.3	12	21	35	23	10
English Learner	139,751	139,336	99.7	415	0.3	17	28	37	14	4
Participating in Special Education Program	53,271	52,492	98.5	779	1.5	18	29	28	17	9
Participating in Migrant Education Program	6,199	6,188	99.8	11	0.2	20	25	34	16	5
Recently Enrolled Limited English Proficient	3,481	3,357	96.4	124	3.6	44	21	22	10	4
Male	241,485	240,379	99.5	1,106	0.5	10	17	31	25	17
Female	228,841	228,076	99.7	765	0.3	7	14	31	27	21

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for ELA is 89 percent of students at or above proficient.

### English-Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	468,443	466,817	99.7	1,626	0.3	4	10	23	26	36
African American or Black	28,495	28,326	99.4	169	0.6	6	15	29	27	23
American Indian or Alaskan Native	2,823	2,813	99.6	10	0.4	5	14	28	25	28
Asian	42,075	41,971	99.8	104	0.2	2	4	12	21	62
Filipino	11,635	11,600	99.7	35	0.3	1	4	16	28	51
Hispanic or Latino	249,174	248,638	99.8	536	0.2	5	14	29	28	24
Pacific Islander	2,448	2,434	99.4	14	0.6	3	11	26	30	31
White	118,697	118,003	99.4	694	0.6	2	5	15	25	53
Two or More Races	13,096	13,032	99.5	64	0.5	2	6	16	25	50
Socioeconomically Disadvantaged	295,674	294,870	99.7	804	0.3	5	14	29	28	24
English Learner	115,594	115,275	99.7	319	0.3	9	22	40	22	7
Participating in Special Education Program	56,770	56,135	98.9	635	1.1	10	25	27	22	17
Participating in Migrant Education Program	6,336	6,324	99.8	12	0.2	10	20	32	24	14
Recently Enrolled Limited English Proficient	3,075	2,964	96.4	111	3.6	25	30	25	13	8
Male	240,031	239,115	99.6	916	0.4	5	12	24	25	33
Female	228,236	227,537	99.7	699	0.3	3	8	22	27	39

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

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Note: The state goal for AYP for ELA is 89 percent of students at or above proficient.

### English-Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	463,175	461,651	99.7	1,524	0.3	5	10	27	31	28
African American or Black	29,363	29,214	99.5	149	0.5	7	14	33	29	16
American Indian or Alaskan Native	2,954	2,931	99.2	23	0.8	7	14	30	31	19
Asian	40,833	40,754	99.8	79	0.2	2	4	14	27	52
Filipino	11,737	11,708	99.8	29	0.2	2	5	20	35	39
Hispanic or Latino	246,093	245,538	99.8	555	0.2	6	13	33	31	17
Pacific Islander	2,535	2,529	99.8	6	0.2	4	9	32	34	21
White	117,462	116,834	99.5	628	0.5	2	5	18	33	43
Two or More Races	12,198	12,143	99.5	55	0.5	3	6	20	31	40
Socioeconomically Disadvantaged	292,016	291,269	99.7	747	0.3	7	13	34	31	16
English Learner	92,391	92,117	99.7	274	0.3	14	24	42	16	4
Participating in Special Education Program	57,263	56,679	99	584	1	8	25	31	21	16
Participating in Migrant Education Program	6,110	6,096	99.8	14	0.2	12	18	35	25	10
Recently Enrolled Limited English Proficient	2,788	2,708	97.1	80	2.9	39	20	24	12	4
Male	236,963	236,105	99.6	858	0.4	6	11	28	30	25
Female	226,059	225,394	99.7	665	0.3	3	8	26	32	31

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for ELA is 89 percent of students at or above proficient.

### English-Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	463,911	462,404	99.7	1,507	0.3	5	10	27	31	27
African American or Black	30,210	30,052	99.5	158	0.5	8	16	32	29	15
American Indian or Alaskan Native	2,940	2,914	99.1	26	0.9	7	14	31	31	18
Asian	40,704	40,627	99.8	77	0.2	2	4	14	27	53
Filipino	12,201	12,185	99.9	16	0.1	2	5	19	36	39
Hispanic or Latino	245,228	244,677	99.8	551	0.2	6	14	33	31	16
Pacific Islander	2,478	2,468	99.6	10	0.4	5	11	31	33	21
White	118,317	117,705	99.5	612	0.5	2	5	18	33	41
Two or More Races	11,833	11,776	99.5	57	0.5	3	6	20	32	39
Socioeconomically Disadvantaged	291,713	290,950	99.7	763	0.3	7	14	33	30	16
English Learner	78,724	78,500	99.7	224	0.3	16	29	40	12	3
Participating in Special Education Program	54,721	54,138	98.9	583	1.1	16	25	26	18	14
Participating in Migrant Education Program	6,123	6,112	99.8	11	0.2	11	18	35	26	10
Recently Enrolled Limited English Proficient	2,728	2,682	98.3	46	1.7	36	26	24	11	3
Male	237,667	236,816	99.6	851	0.4	6	12	27	30	25
Female	226,056	225,402	99.7	654	0.3	3	9	27	32	30

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for ELA is 89 percent of students at or above proficient.

### English-Language Arts - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	470,287	468,306	99.6	1,981	0.4	6	11	26	33	25
African American or Black	30,789	30,566	99.3	223	0.7	10	16	31	30	13
American Indian or Alaskan Native	3,097	3,064	98.9	33	1.1	8	14	29	33	17
Asian	42,694	42,611	99.8	83	0.2	2	4	13	29	52
Filipino	12,532	12,513	99.8	19	0.2	2	5	18	38	37
Hispanic or Latino	245,939	245,173	99.7	766	0.3	7	14	32	32	14
Pacific Islander	2,633	2,620	99.5	13	0.5	5	11	31	34	18
White	121,172	120,389	99.4	783	0.6	3	6	18	35	38
Two or More Races	11,431	11,370	99.5	61	0.5	3	6	19	34	37
Socioeconomically Disadvantaged	289,453	288,385	99.6	1,068	0.4	8	15	32	32	14
English Learner	69,876	69,594	99.6	282	0.4	19	31	37	11	2
Participating in Special Education Program	53,145	52,553	98.9	592	1.1	16	25	27	22	11
Participating in Migrant Education Program	5,891	5,882	99.8	9	0.2	12	19	34	28	8
Recently Enrolled Limited English Proficient	2,627	2,578	98.1	49	1.9	43	26	22	8	2
Male	241,076	239,956	99.5	1,120	0.5	7	13	26	31	22
Female	229,051	228,195	99.6	856	0.4	4	9	26	35	27

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for ELA is 89 percent of students at or above proficient.

### English-Language Arts - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	465,970	463,092	99.4	2,878	0.6	5	11	28	28	27
African American or Black	31,634	31,319	99	315	1	9	16	34	26	15
American Indian or Alaskan Native	3,130	3,082	98.5	48	1.5	7	14	31	28	19
Asian	39,825	39,740	99.8	85	0.2	2	4	15	25	53
Filipino	12,938	12,911	99.8	27	0.2	2	5	22	33	38
Hispanic or Latino	241,421	240,182	99.5	1,239	0.5	7	14	35	28	16
Pacific Islander	2,608	2,595	99.5	13	0.5	6	12	34	28	21
White	123,366	122,341	99.2	1,025	0.8	3	6	20	30	41
Two or More Races	11,048	10,922	98.9	126	1.1	4	7	21	30	38
Socioeconomically Disadvantaged	282,820	281,187	99.4	1,633	0.6	7	15	35	28	16
English Learner	60,457	60,018	99.3	439	0.7	20	33	37	9	2
Participating in Special Education Program	52,216	51,211	98.1	1,005	1.9	15	26	29	19	12
Participating in Migrant Education Program	5,603	5,570	99.4	33	0.6	12	20	37	22	10
Recently Enrolled Limited English Proficient	2,311	2,260	97.8	51	2.2	40	27	23	7	2
Male	239,195	237,576	99.3	1,619	0.7	7	13	29	27	24
Female	226,472	225,252	99.5	1,220	0.5	3	9	28	30	30

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for ELA is 89 percent of students at or above proficient.

## STAR Results – Mathematics Disaggregated by Student Groups, 2012–13

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the NSLP), or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student was enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

### Mathematics - Grade 2

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	474,991	472,683	99.5	2,308	0.5	4	13	19	30	35
African American or Black	27,809	27,568	99.1	241	0.9	8	20	24	28	20
American Indian or Alaskan Native	2,677	2,647	98.9	30	1.1	6	16	22	30	27
Asian	40,799	40,661	99.7	138	0.3	1	4	9	23	63
Filipino	10,125	10,104	99.8	21	0.2	2	6	13	31	49
Hispanic or Latino	260,095	259,183	99.6	912	0.4	5	16	23	31	25
Pacific Islander	2,399	2,388	99.5	11	0.5	4	13	20	33	30
White	115,122	114,274	99.3	848	0.7	2	7	14	31	47
Two or More Races	15,965	15,858	99.3	107	0.7	2	8	14	29	46
Socioeconomically Disadvantaged	304,622	303,406	99.6	1,216	0.4	5	16	23	31	25
English Learner	172,075	171,547	99.7	528	0.3	6	18	23	30	23
Participating in Special Education Program	47,266	46,577	98.5	689	1.5	21	26	19	19	15
Participating in Migrant Education Program	6,272	6,256	99.7	16	0.3	6	19	26	30	19
Recently Enrolled Limited English Proficient	3,917	3,806	97.2	111	2.8	11	23	21	24	21
Male	243,143	241,840	99.5	1,303	0.5	5	13	18	29	35
Female	231,552	230,555	99.6	997	0.4	3	12	20	31	34

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for mathematics is 89.1 percent of students at or above Proficient.

### Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	470,807	468,585	99.5	2,222	0.5	3	13	19	26	39
African American or Black	28,063	27,820	99.1	243	0.9	6	21	24	26	23
American Indian or Alaskan Native	2,812	2,779	98.8	33	1.2	4	18	24	27	27
Asian	42,135	42,023	99.7	112	0.3	1	4	8	18	69
Filipino	10,671	10,646	99.8	25	0.2	1	5	13	26	55
Hispanic or Latino	252,144	251,309	99.7	835	0.3	3	16	24	28	29
Pacific Islander	2,523	2,511	99.5	12	0.5	2	14	22	29	33
White	117,582	116,799	99.3	783	0.7	1	7	14	26	52
Two or More Races	14,877	14,698	98.8	179	1.2	2	9	15	24	50
Socioeconomically Disadvantaged	298,074	296,917	99.6	1,157	0.4	4	17	23	28	28
English Learner	139,751	139,283	99.7	468	0.3	4	21	28	28	19
Participating in Special Education Program	53,271	52,444	98.4	827	1.6	8	26	24	25	17
Participating in Migrant Education Program	6,199	6,188	99.8	11	0.2	5	21	25	27	21
Recently Enrolled Limited English Proficient	3,481	3,369	96.8	112	3.2	11	26	21	20	22
Male	241,485	240,233	99.5	1,252	0.5	3	13	19	26	40
Female	228,841	227,940	99.6	901	0.4	2	13	20	27	38

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for mathematics is 89.1 percent of students at or above Proficient.

### Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	468,443	466,504	99.6	1,939	0.4	2	11	17	26	44
African American or Black	28,495	28,265	99.2	230	0.8	5	18	22	27	28
American Indian or Alaskan Native	2,823	2,808	99.5	15	0.5	4	17	21	27	32
Asian	42,075	41,974	99.8	101	0.2	1	3	6	16	75
Filipino	11,635	11,597	99.7	38	0.3	1	4	11	24	61
Hispanic or Latino	249,174	248,492	99.7	682	0.3	3	14	20	29	35
Pacific Islander	2,448	2,430	99.3	18	0.7	2	10	16	31	41
White	118,697	117,920	99.3	777	0.7	1	7	12	25	55
Two or More Races	13,096	13,018	99.4	78	0.6	2	8	13	24	53
Socioeconomically Disadvantaged	295,674	294,643	99.7	1,031	0.3	3	14	20	28	35
English Learner	115,594	115,239	99.7	355	0.3	4	20	26	29	21
Participating in Special Education Program	56,770	56,065	98.8	705	1.2	7	23	24	27	20
Participating in Migrant Education Program	6,336	6,322	99.8	14	0.2	4	18	23	27	29
Recently Enrolled Limited English Proficient	3,075	2,976	96.8	99	3.2	10	23	20	22	26
Male	240,031	238,931	99.5	1,100	0.5	3	12	16	25	44
Female	228,236	227,408	99.6	828	0.4	2	10	17	27	45

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for mathematics is 89.1 percent of students at or above Proficient.

### Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	463,175	461,381	99.6	1,794	0.4	4	13	20	33	31
African American or Black	29,363	29,182	99.4	181	0.6	8	21	25	30	16
American Indian or Alaskan Native	2,954	2,928	99.1	26	0.9	8	19	22	31	20
Asian	40,833	40,744	99.8	89	0.2	1	4	8	24	63
Filipino	11,737	11,702	99.7	35	0.3	1	6	14	33	45
Hispanic or Latino	246,093	245,438	99.7	655	0.3	5	16	23	34	22
Pacific Islander	2,535	2,527	99.7	8	0.3	4	12	23	36	25
White	117,462	116,731	99.4	731	0.6	2	8	15	33	41
Two or More Races	12,198	12,129	99.4	69	0.6	3	10	16	31	40
Socioeconomically Disadvantaged	292,016	291,094	99.7	922	0.3	5	17	23	33	21
English Learner	92,391	92,098	99.7	293	0.3	9	26	29	28	9
Participating in Special Education Program	57,263	56,610	98.9	653	1.1	7	24	25	28	16
Participating in Migrant Education Program	6,110	6,098	99.8	12	0.2	7	20	23	34	17
Recently Enrolled Limited English Proficient	2,788	2,719	97.5	69	2.5	18	23	20	21	18
Male	236,963	235,961	99.6	1,002	0.4	5	14	19	31	32
Female	226,059	225,269	99.7	790	0.3	3	13	20	34	30

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for mathematics is 89.1 percent of students at or above Proficient.

### Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	463,911	462,066	99.6	1,845	0.4	5	17	25	29	24
African American or Black	30,210	30,012	99.3	198	0.7	9	26	30	24	11
American Indian or Alaskan Native	2,940	2,911	99	29	1	7	22	30	26	15
Asian	40,704	40,619	99.8	85	0.2	1	5	12	25	56
Filipino	12,201	12,179	99.8	22	0.2	2	9	21	33	36
Hispanic or Latino	245,228	244,526	99.7	702	0.3	6	21	30	29	15
Pacific Islander	2,478	2,468	99.6	10	0.4	4	19	29	30	18
White	118,317	117,587	99.4	730	0.6	2	10	20	34	34
Two or More Races	11,833	11,764	99.4	69	0.6	3	12	21	31	33
Socioeconomically Disadvantaged	291,713	290,743	99.7	970	0.3	6	22	30	28	15
English Learner	78,724	78,445	99.6	279	0.4	13	35	31	16	5
Participating in Special Education Program	54,721	54,051	98.8	670	1.2	13	30	26	21	10
Participating in Migrant Education Program	6,123	6,108	99.8	15	0.2	9	24	31	26	11
Recently Enrolled Limited English Proficient	2,728	2,680	98.2	48	1.8	17	29	25	18	11
Male	237,667	236,624	99.6	1,043	0.4	5	17	24	29	24
Female	226,056	225,258	99.6	798	0.4	4	16	26	30	24

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for mathematics is 89.1 percent of students at or above Proficient.

### Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	470,287	467,935	99.5	2,352	0.5	5	16	26	32	21
African American or Black	30,789	30,518	99.1	271	0.9	11	26	30	25	9
American Indian or Alaskan Native	3,097	3,063	98.9	34	1.1	8	22	28	29	13
Asian	42,694	42,599	99.8	95	0.2	1	5	12	29	53
Filipino	12,532	12,514	99.9	18	0.1	2	9	21	39	30
Hispanic or Latino	245,939	244,998	99.6	941	0.4	7	21	30	30	12
Pacific Islander	2,633	2,619	99.5	14	0.5	5	18	28	35	14
White	121,172	120,264	99.3	908	0.7	3	10	22	37	29
Two or More Races	11,431	11,360	99.4	71	0.6	4	11	23	35	28
Socioeconomically Disadvantaged	289,453	288,159	99.6	1,294	0.4	7	21	30	29	13
English Learner	69,876	69,546	99.5	330	0.5	15	36	30	15	3
Participating in Special Education Program	53,145	52,450	98.7	695	1.3	20	30	24	20	7
Participating in Migrant Education Program	5,891	5,876	99.7	15	0.3	8	24	30	28	10
Recently Enrolled Limited English Proficient	2,627	2,582	98.3	45	1.7	16	31	24	18	11
Male	241,076	239,743	99.4	1,333	0.6	6	17	25	31	21
Female	229,051	228,037	99.6	1,014	0.4	4	16	27	32	21

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for mathematics is 89.1 percent of students at or above Proficient.

### Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	465,970	462,206	99.2	3,764	0.8	7	21	26	30	16
African American or Black	31,634	31,182	98.6	452	1.4	14	31	27	22	6
American Indian or Alaskan Native	3,130	3,058	97.7	72	2.3	11	26	29	26	8
Asian	39,825	39,732	99.8	93	0.2	2	7	13	32	47
Filipino	12,938	12,907	99.8	31	0.2	3	12	23	38	24
Hispanic or Latino	241,421	239,827	99.3	1,594	0.7	9	26	29	27	9
Pacific Islander	2,608	2,591	99.3	17	0.7	8	22	28	31	11
White	123,366	122,083	99	1,283	1	4	15	23	36	22
Two or More Races	11,048	10,826	98	222	2	5	16	24	33	22
Socioeconomically Disadvantaged	282,820	280,717	99.3	2,103	0.7	10	26	29	27	9
English Learner	60,457	59,894	99.1	563	0.9	19	38	27	13	3
Participating in Special Education Program	52,216	50,848	97.4	1,368	2.6	25	38	22	12	4
Participating in Migrant Education Program	5,603	5,567	99.4	36	0.6	10	28	30	25	8
Recently Enrolled Limited English Proficient	2,311	2,270	98.2	41	1.8	18	29	20	20	13
Male	239,195	236,995	99.1	2,200	0.9	9	22	25	29	16
Female	226,472	224,981	99.3	1,491	0.7	6	20	27	32	16

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for mathematics is 89.1 percent of students at or above Proficient.

## STAR Results – Science Disaggregated by Student Groups, 2012–13

Under the STAR Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the NSLP), or neither of the student’s parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student was enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

### Science - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	463,175	460,931	99.5	2,224	0.5	6	10	28	33	23
African American or Black	29,363	29,134	99.2	227	0.8	10	16	34	29	11
American Indian or Alaskan Native	2,954	2,923	99	30	1	9	13	30	32	17
Asian	40,833	40,714	99.7	118	0.3	3	4	15	30	48
Filipino	11,737	11,694	99.6	42	0.4	2	5	22	40	31
Hispanic or Latino	246,093	245,246	99.7	838	0.3	8	14	35	32	13
Pacific Islander	2,535	2,519	99.4	16	0.6	6	13	33	31	16
White	117,462	116,590	99.3	867	0.7	2	5	18	37	38
Two or More Races	12,198	12,111	99.3	86	0.7	3	6	20	36	35
Socioeconomically Disadvantaged	292,016	290,836	99.6	1,169	0.4	8	14	34	31	13
English Learner	92,391	91,986	99.6	402	0.4	16	24	39	18	4
Participating in Special Education Program	57,263	56,346	98.4	908	1.6	8	18	31	29	14
Participating in Migrant Education Program	6,110	6,090	99.7	20	0.3	14	19	37	23	7
Recently Enrolled Limited English Proficient	2,788	2,711	97.2	77	2.8	38	20	24	14	4
Male	236,963	235,677	99.5	1,273	0.5	6	10	26	32	25
Female	226,059	225,105	99.6	947	0.4	5	10	30	34	21

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Science - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	465,970	461,386	99	4,563	1	8	11	16	25	40
African American or Black	31,634	31,126	98.4	506	1.6	14	16	21	25	23
American Indian or Alaskan Native	3,130	3,054	97.6	76	2.4	11	14	18	26	31
Asian	39,825	39,688	99.7	135	0.3	2	4	7	17	70
Filipino	12,938	12,885	99.6	53	0.4	3	5	11	25	57
Hispanic or Latino	241,421	239,369	99.2	2,044	0.8	10	15	20	27	28
Pacific Islander	2,608	2,586	99.2	21	0.8	9	14	17	28	32
White	123,366	121,827	98.8	1,531	1.2	4	6	11	23	57
Two or More Races	11,048	10,851	98.2	197	1.8	5	7	12	24	53
Socioeconomically Disadvantaged	282,820	280,114	99	2,695	1	10	15	20	27	28
English Learner	60,457	59,698	98.7	755	1.2	24	28	24	17	7
Participating in Special Education Program	52,216	50,596	96.9	1,610	3.1	19	19	22	23	18
Participating in Migrant Education Program	5,603	5,547	99	56	1	14	19	22	26	20
Recently Enrolled Limited English Proficient	2,311	2,250	97.4	59	2.6	30	24	17	15	14
Male	239,195	236,538	98.9	2,644	1.1	9	10	14	23	43
Female	226,472	224,591	99.2	1,873	0.8	6	12	18	27	37

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Science - Grade 10

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	480,031	464,011	96.7	15,924	3.3	9	12	26	25	28
African American or Black	31,879	30,128	94.5	1,734	5.4	17	17	31	22	14
American Indian or Alaskan Native	3,534	3,302	93.4	228	6.5	12	13	28	25	22
Asian	42,927	42,403	98.8	518	1.2	3	5	16	24	53
Filipino	13,775	13,591	98.7	184	1.3	3	6	23	30	38
Hispanic or Latino	245,326	237,034	96.6	8,243	3.4	12	16	32	25	17
Pacific Islander	2,738	2,648	96.7	90	3.3	11	15	31	25	18
White	128,232	123,944	96.7	4,269	3.3	5	6	19	28	42
Two or More Races	11,620	10,961	94.3	658	5.7	6	8	21	26	38
Socioeconomically Disadvantaged	276,426	266,722	96.5	9,641	3.5	12	16	31	24	17
English Learner	60,711	57,568	94.8	3,120	5.1	28	31	30	8	2
Participating in Special Education Program	48,982	45,293	92.5	3,666	7.5	25	25	27	15	8
Participating in Migrant Education Program	5,345	5,187	97	157	2.9	15	19	32	21	12
Recently Enrolled Limited English Proficient	2,870	2,678	93.3	190	6.6	31	28	26	9	5
Male	245,628	236,913	96.5	8,648	3.5	11	11	24	24	30
Female	234,142	226,887	96.9	7,226	3.1	7	12	29	27	25

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California High School Exit Examination Results

The primary purpose of the CAHSEE is to make sure that the students who graduate from high school can show that they are performing at grade level on California's content standards. The content standards on the CAHSEE include ELA and mathematics. Results from the grade ten administration of the CAHSEE are used to evaluate the AYP of high schools. There are three performance levels reported for CAHSEE results: Not Proficient (did not meet state requirements), Proficient (met state requirements), and Advanced (exceeded state requirements). The Inclusion and exclusion rules are different for the STARC than other public assessment reports.

More information on the CAHSEE can be found on the CDE CAHSEE Web page (<http://www.cde.ca.gov/ta/tg/hs/>).

### Two-Year Trend in Student Achievement, CAHSEE Results 2011–12 and 2012–13

#### English-Language Arts, Grade Ten

Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
2011-12	495,172	467,817	94.5	44	24	31
2012-13	487,388	461,198	94.6	43	23	34

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

#### Mathematics, Grade Ten

Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
2011-12	495,610	466,134	94.1	43	36	22
2012-13	487,672	459,567	94.2	41	36	24

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

## California High School Exit Examination Results Disaggregated by Student Groups, 2012–13

Under the CAHSEE Program, a student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program [NSLP]), or neither of the student's parents was a high school graduate. A student is defined as recently-enrolled limited-English proficient if the student was enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

### English-Language Arts - Grade 10

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
Statewide	487,388	461,198	94.6	26,190	5.4	43	23	34
African American or Black	32,044	29,291	91.4	2,753	8.6	58	21	20
American Indian or Alaskan Native	3,595	3,234	90	361	10	48	23	29
Asian	42,854	42,055	98.1	799	1.9	23	19	58
Filipino	14,082	13,767	97.8	315	2.2	27	24	48
Hispanic or Latino	248,453	234,493	94.4	13,960	5.6	54	24	22
Pacific Islander	2,819	2,659	94.3	160	5.7	49	24	27
White	130,537	123,556	94.7	6,981	5.3	26	25	49
Two or More Races	13,004	12,143	93.4	861	6.6	35	23	43
Socioeconomically Disadvantaged	271,724	255,362	94	16,362	6	55	23	22
English Learner	63,925	58,887	92.1	5,038	7.9	92	7	2
Participating in Special Education Program	46,760	41,103	87.9	5,657	12.1	85	9	5
Participating in Migrant Education Program	5,496	5,264	95.8	232	4.2	65	20	15
Male	248,975	234,542	94.2	14,433	5.8	47	23	29
Female	238,203	226,503	95.1	11,700	4.9	38	24	39

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for ELA is 89 percent of students at or above Proficient.

### Mathematics - Grade 10

Student Groups	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
Statewide	487,672	459,567	94.2	28,105	5.8	41	36	24
African American or Black	32,186	29,185	90.7	3,001	9.3	62	30	10
American Indian or Alaskan Native	3,591	3,238	90.2	353	9.8	49	37	15
Asian	42,799	41,931	98	868	2	14	29	57
Filipino	14,087	13,742	97.6	345	2.4	24	42	35
Hispanic or Latino	248,633	233,655	94	14,978	6	51	35	14
Pacific Islander	2,825	2,641	93.5	184	6.5	45	38	17
White	130,523	123,054	94.3	7,469	5.7	28	41	32
Two or More Races	13,028	12,121	93	907	7	36	36	29
Socioeconomically Disadvantaged	271,930	254,395	93.6	17,535	6.4	52	34	15
English Learner	63,762	58,187	91.3	5,575	8.7	81	17	4
Participating in Special Education Program	46,829	39,317	84	7,512	16	89	14	4
Participating in Migrant Education Program	5,494	5,250	95.6	244	4.4	56	32	12
Male	248,756	233,378	93.8	15,378	6.2	40	36	25
Female	238,707	226,029	94.7	12,678	5.3	42	37	22

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The state goal for AYP for mathematics is 89.1 percent of students at or above Proficient.

## Academic Performance Index

The Academic Performance Index (API) is a score ranging from 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The API is one component of California's definition of AYP, required under the federal ESEA. A procedure established by the ESEA was used to set the statewide API goal. The API goal under AYP will increase over time so that all schools are expected to reach a score of 800 by 2014–15.

Further information about the API can be found at the CDE API Web page (<http://www.cde.ca.gov/ta/ac/ap/>).

### Statewide API, 2012–13

State 2012 Base API	State 2013 Growth API	State 2012-13 Growth	Statewide API Goal	State Met 2013 API Criteria
791	790	-1	800	Yes

Note: The state "Met 2013 API Criteria" refers to meeting the API additional indicator criteria for AYP. The 2013 API criteria for meeting AYP is a minimum 2013 Growth API score of 770 or a 2012–13 Growth of at least one point.

## High School Graduation Rate

The high school graduation rate is a required component of California's definition of AYP, required under the ESEA. The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades nine through twelve, in consecutive years, plus the number of graduates.

A procedure established by the ESEA was used to set the statewide graduation rate goal of 90 percent. The graduation rate criteria are: (1) met or exceeded the goal of 90 percent, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for LEAs and schools that have not reached the 90 percent goal.

Further information about graduation rates can be found on the CDE DataQuest Web page (<http://dq.cde.ca.gov/dataquest/>).

### Graduation Rate by Student Groups, All Students

Student Groups	State 2012 Cohort Graduation Rate (class of 2010-11)	State 2013 Cohort Graduation Rate (class of 2011-12)	State 2013 Target Graduation Rate	State 2013 Graduation Rate Criteria Met	State 2014 Target Graduation Rate (Class of 2012-13)
Statewide	77.14	78.87	78.54	Yes	80.45
Black or African American	62.84	65.98	66.72	No	69.98
American Indian or Alaska Native	68.49	72.36	71.56	Yes	75.30
Asian	90.34	91.06	89.25	Yes	89.37
Filipino	89.86	90.75	88.02	Yes	88.35
Hispanic or Latino	71.40	73.70	73.56	Yes	76.30
Native Hawaiian or Pacific Islander	74.89	76.97	76.75	Yes	78.96
White	85.65	86.60	85.14	Yes	85.95
Two or More Races	81.85	83.96	83.01	Yes	84.96
Socioeconomically Disadvantaged	71.07	73.04	73.54	Yes	75.87
English Learners	61.46	62.04	64.79	Yes	66.70
Students with Disabilities	59.52	61.13	63.87	Yes	65.94

Note: Cells are blank when there are no data.

Note: Double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Adequate Yearly Progress

The federal ESEA requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2014–15. In order to achieve this goal, LEAs and schools must meet the following AYP criteria by attaining minimum annual measureable objectives in ELA and mathematics (LEA refers to school districts, county offices of education that operate schools, Statewide Benefit Charters, and direct funded charter schools):

- **Participation rate** on the state's standards-based assessments in ELA and mathematics
- **Percent proficient** on the state's standards-based assessments in ELA and mathematics
- **API** as an additional indicator
- **Graduation rate** as an additional indicator (for secondary schools)

Further information about AYP, including participation rates and percent proficient results by student groups, can be found on the CDE AYP Web page (<http://www.cde.ca.gov/ta/ac/ay/>).

### Statewide AYP, 2012–13

State Number of AYP Criteria Met Out of the Total Number of Criteria Possible	State Met All AYP Requirements
Met 25 of 50	No

### AYP Status of LEAs and Schools, 2012–13

Type	Total Number of LEAs/Schools	Number Making AYP	Percent Making AYP
LEAs	1,013	76	7.5
Schools	9,933	1,375	13.8

### Participation Rate – English-Language Arts

Student Groups	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Statewide	3,753,633	3,725,298	99	Yes
African American or Black	237,906	234,773	99	Yes
American Indian or Alaskan Native	23,943	23,544	98	Yes
Asian	331,987	330,910	100	Yes
Filipino	95,580	95,275	100	Yes
Hispanic or Latino	1,982,337	1,969,057	99	Yes
Pacific Islander	20,350	20,197	99	Yes
White	959,659	950,706	99	Yes
Two or More Races	92,129	91,257	99	Yes
Socioeconomically Disadvantaged	2,328,604	2,311,533	99	Yes
English Learner	1,234,382	1,227,599	99	Yes
Participating in Special Education Program	463,326	451,025	97	Yes

Blank cells and double dashes (--) = N/A

### Participation Rate – Mathematics

Student Groups	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2013 AYP Criteria
Statewide	3,753,192	3,727,344	99	Yes
African American or Black	237,861	234,936	99	Yes
American Indian or Alaskan Native	23,943	23,566	98	Yes
Asian	331,922	330,980	100	Yes
Filipino	95,580	95,282	100	Yes
Hispanic or Latino	1,982,059	1,970,424	99	Yes
Pacific Islander	20,349	20,197	99	Yes
White	959,586	951,153	99	Yes
Two or More Races	92,110	91,187	99	Yes
Socioeconomically Disadvantaged	2,328,174	2,313,190	99	Yes
English Learner	1,234,121	1,228,540	100	Yes
Participating in Special Education Program	463,227	454,395	98	Yes

Blank cells and double dashes (--) = N/A

### Percent Proficient – Annual Measurable Objectives – English-Language Arts

Student Groups	Valid Scores	Number At or Above Proficient <sup>^</sup>	Percent At or Above Proficient <sup>^</sup>	Target	Met 2013 AYP Criteria*
Statewide	3,702,894	2,095,425	56.6	89.0	No
African American or Black	234,518	101,768	43.4	89.0	No
American Indian or Alaskan Native	23,494	11,256	47.9	89.0	No
Asian	324,878	257,795	79.4	89.0	No
Filipino	94,039	69,429	73.8	89.0	No
Hispanic or Latino	1,957,577	889,622	45.4	89.0	No
Pacific Islander	20,076	10,499	52.3	89.0	No
White	948,026	685,407	72.3	89.0	No
Two or More Races	91,137	63,851	70.1	89.0	No
Socioeconomically Disadvantaged	2,296,063	1,035,824	45.1	89.0	No
English Learner	1,227,599	477,342	38.9	89.0	No
Participating in Special Education Program	450,493	157,021	34.9	89.0	No

\*Double dashes (--) = N/A

<sup>^</sup>Blank cells or double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Percent Proficient – Annual Measurable Objectives – Mathematics

Student Groups	Valid Scores	Number At or Above Proficient <sup>^</sup>	Percent At or Above Proficient <sup>^</sup>	Target	Met 2013 AYP Criteria*
Statewide	3,704,895	2,203,907	59.5	89.1	No
African American or Black	234,681	97,729	41.6	89.1	No
American Indian or Alaskan Native	23,516	11,348	48.3	89.1	No
Asian	324,919	276,100	85.0	89.1	No
Filipino	94,047	70,517	75.0	89.1	No
Hispanic or Latino	1,958,931	991,613	50.6	89.1	No
Pacific Islander	20,076	11,277	56.2	89.1	No
White	948,467	675,961	71.3	89.1	No
Two or More Races	91,068	63,424	69.6	89.1	No
Socioeconomically Disadvantaged	2,297,706	1,155,877	50.3	89.1	No
English Learner	1,228,540	604,280	49.2	89.1	No
Participating in Special Education Program	453,857	168,530	37.1	89.1	No

\*Double dashes (--) = N/A

<sup>^</sup>Blank cells or double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Program Improvement

The state is not subject to PI. As a result there is no state PI report. Schools and LEAs that receive Title I, Part A funds are identified for PI if they do not meet AYP criteria for two consecutive years in specific areas.

The list of districts and schools identified for improvement can be found on the CDE PI Data Files Web page (<http://www.cde.ca.gov/ta/ac/ay/tidatafiles.asp>). The ESEA requirements for PI schools and LEAs can be found on the CDE PI Web page (<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>).

### PI Status of LEAs and Schools, 2013–14

Type	Total Number of Eligible LEAs/Schools*	Number in PI	Percent in PI
LEAs	927	566	61
Schools	6202	4997	81

\*Only schools and LEAs receiving Title I funding are eligible for PI identification and interventions. Single-school districts and direct-funded charter schools are included among the total number of eligible schools rather than the total number of eligible LEAs.

## Teacher Qualifications

The federal ESEA requires that all teachers teaching in core academic subjects be “highly qualified” by the end of the 2006–07 school year. In general, the ESEA requires that each teacher must have: (1) a bachelor’s degree; (2) a state credential or an Intern Certificate/Credential for no more than three years; and (3) demonstrated subject matter competence for each core subject taught.

Further information on teacher qualifications required by the ESEA can be found at the CDE Improving Teacher and Principal Quality Web page (<http://www.cde.ca.gov/nclb/sr/tq/>). Detailed information on teacher qualification data can be found on the CDE DataQuest Web page (<http://dq.cde.ca.gov/dataquest/>).

### Teacher Credentials, 2012–13

Type of Credential	Percent*
Teachers with Full Credentials	89.3
Teachers with Alternative routes to certification (District Internship/University Internship)**	2.2
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)**	3.1
Teachers with Provisional Internship Permits**	0.1
Teachers with Waivers**	0.2

\*Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages reported in this table may not add to 100 percent.

\*\*Does not have a full credential.

### Teacher Education Levels, 2012–13

Education Level	Percent
Doctorate	1
Master's Degree plus 30 or more semester hours	17
Master's degree	24
Bachelor's degree plus 30 or more semester hours	39
Bachelor's degree	17
Less than Bachelor's Degree	0
None Reported	1

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

### Core Academic Classes Taught by Highly Qualified Teachers, 2012–13

The poverty levels are determined by the percentage of the students who were eligible for the free or reduced-price lunch program (also known as the NSLP).

The poverty quartiles for each elementary and secondary school are calculated separately. The schools in the top 25 percent quartile of poverty percentage are considered high-poverty; the schools in the bottom 25 percent quartile of poverty percentage are considered low-poverty; the schools in the middle 50 percent quartile are neither high nor low.

Location of Classes	Percent of Classes in Core Academic Subjects Taught by an ESEA Highly Qualified Teacher	Percent of Classes in Core Academic Subjects Taught by a Non-ESEA Highly Qualified Teacher
Statewide	92	8
In High-Poverty Schools	93	7
In Low-Poverty Schools	95	6

Note: ESEA defines core academic subject areas as English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography.

## National Assessment of Educational Progress Results

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and technology and engineering literacy. Student scores for reading and mathematics are reported, in the aggregate and disaggregated by student groups, as scale scores and performance levels (i.e., below basic, basic, proficient, and advanced). The participation of students with disabilities and English-language learners is reported based on the number of students identified, excluded, and assessed. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Center for Education Statistics Web page (<http://nces.ed.gov/nationsreportcard/>).

The U.S. Department of Education administers state-level NAEP assessments in reading and mathematics in January through March of every odd-numbered year. As of September 2014, the most recent year for which state-level NAEP results in reading and mathematics are available is 2013. The data in the following four tables reflects results from state-level NAEP assessments that took place during the 2012–13 school year.

### California NAEP Results in Reading and Mathematics by Grade Level, All Students, 2012–13

Subjects and Grade Level	State Average Scale Score	National Average Scale Score	State Percent at Below Basic Achievement Level	State Percent at Basic Achievement Level	State Percent at Proficient Achievement Level	State Percent at Advanced Achievement Level
Reading 2013, Grade 4	213	221	42	31	21	6
Reading 2013, Grade 8	262	266	28	43	26	3
Mathematics 2013, Grade 4	234	241	26	41	27	5
Mathematics 2013, Grade 8	276	284	35	37	21	6

**California NAEP Results in Reading by Grade Level  
Disaggregated by Student Groups, 2012–13**

<b>Student Groups and Grade Levels</b>	<b>Percent at Below Basic Achievement Level</b>	<b>Percent at Basic Achievement Level</b>	<b>Percent at Proficient Achievement Level</b>	<b>Percent at Advanced Achievement Level</b>
Black, Grade 4	56	31	12	10
Black, Grade 8	44	41	15	**
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	25	33	32	10
Asian/Pacific Islander, Grade 8	15	35	42	8
Hispanic, Grade 4	54	30	14	2
Hispanic, Grade 8	36	46	17	1
White, Grade 4	21	33	33	13
White, Grade 8	15	41	39	5
Eligible for National School Lunch, Grade 4	55	30	13	2
Eligible for National School Lunch, Grade 8	37	46	16	1
Not Eligible for National School Lunch, Grade 4	15	39	40	6
Not Eligible for National School Lunch, Grade 8	15	39	40	6
Students with Disabilities, Grade 4	74	13	9	2
Students with Disabilities, Grade 8	73	22	5	**
English Learners, Grade 4	74	21	5	**
English Learners, Grade 8	77	21	2	**
Male, Grade 4	45	30	20	5
Male, Grade 8	32	43	23	2
Female, Grade 4	39	32	22	7
Female, Grade 8	23	43	30	4

\*\*Reporting standards were not met.

**California NAEP Results in Mathematics by Grade Level  
Disaggregated by Student Groups, 2012–13**

<b>Student Groups and Grade Levels</b>	<b>Percent at Below Basic Achievement Level</b>	<b>Percent at Basic Achievement Level</b>	<b>Percent at Proficient Achievement Level</b>	<b>Percent at Advanced Achievement Level</b>
Black, Grade 4	40	42	17	1
Black, Grade 8	55	34	9	2
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	10	32	39	19
Asian/Pacific Islander, Grade 8	13	28	36	12
Hispanic, Grade 4	35	46	18	1
Hispanic, Grade 8	47	38	13	2
White, Grade 4	11	36	44	9
White, Grade 8	18	40	32	10
Eligible for National School Lunch, Grade 4	36	45	17	2
Eligible for National School Lunch, Grade 8	46	39	13	2
Not Eligible for National School Lunch, Grade 4	11	36	42	11
Not Eligible for National School Lunch, Grade 8	20	35	21	13
Students with Disabilities, Grade 4	64	25	10	1
Students with Disabilities, Grade 8	79	16	4	1
English Learners, Grade 4	50	42	7	1
English Learners, Grade 8	80	17	2	1
Male, Grade 4	25	40	29	6
Male, Grade 8	34	37	22	7
Female, Grade 4	28	42	26	4
Female, Grade 8	37	37	21	5

\*\*Reporting standards were not met.

**California NAEP Results in Reading and Mathematics by Grade Level  
for Students with Disabilities and/or English Language Learners, 2012–13**

<b>Subjects and Grade Levels</b>	<b>State Participation Rate Students With Disabilities and/or English Language Learners</b>	<b>State Participation Rate Students With Disabilities</b>	<b>State Participation Rate English Language Learners</b>	<b>National Participation Rate Students With Disabilities and/or English Language Learners</b>	<b>National Participation Rate Students With Disabilities</b>	<b>National Participation Rate English Language Learners</b>
Reading 2013, Grade 4	92	75	95	88	83	92
Reading 2013, Grade 8	87	78	91	87	84	90
Mathematics 2013, Grade 4	94	83	95	93	90	96
Mathematics 2013, Grade 8	92	91	94	91	81	93